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WICHE

ANNUAL REPORT 1974

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION

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WICHE

WICHE is a public agency through which the people of the West work together across state lines to expand and improve education beyond the high school.

HISTORY:

— was created to administer the Western Regional Education Compact, which has been adopted by the legislatures of all the 13 western states.
— was formally established in 1951, after ratification of the Compact by five state legislatures; program activities began in 1953.

ORGANIZATION:

— is composed of 39 Commissioners, three from each state, appointed by their governors; they serve without pay.
— is served by a small professional staff, supplemented by consultants, councils, and committees.

PURPOSE:

— seeks to increase educational opportunities for western youth.
— assists colleges and universities to improve both their academic programs and their institutional management.
— aids in expanding the supply of specialized manpower in the West.
— helps colleges and universities appraise and respond to changing educational and social needs of the region.
— informs the public about the needs of higher education.

PROGRAM AND PHILOSOPHY:

— serves as a fact-finding agency and a clearing house of information about higher education and makes basic studies of educational needs and resources in the West.
— acts as a catalyst in helping the member states work out programs to their mutual advantage by gathering information, analyzing problems, and suggesting solutions.
— serves the states and institutions as an administrative and fiscal agent for carrying out interstate arrangements for educational services.
— has no authority or control over the member states or individual educational institutions; it works by building consensus based on joint deliberation and the recognition of relevant facts and arguments.

FINANCES:

— is financed in part by appropriations from the member states of $28,000 annually; the states also contribute $7,500 each to participate in a regional program in mental health, mental retardation, special education, corrections, rehabilitation, and the helping services.
— receives grants and contracts for special projects from private foundations and public agencies; for each dollar provided by the states during Fiscal Year 1975, WICHE will expend approximately $14 from nonstate sources; in the past 20 years, grant and contract commitments have exceeded $36 million.

Chairmen of WICHE

1951-53	**Dr. O Meredith Wilson**	Dean, University College, University of Utah
1953-54	**Dr. Tom L. Popejoy**	President, University of New Mexico
1954-55	**Dr. G. D. Humphrey**	President, University of Wyoming
1955-56	**Frank L. McPhail, M.D.**	Physician, Montana
1956-57	**Ward Darley, M.D.**	President, University of Colorado
1957-58	**Frank J. Van Dyke**	Attorney, Oregon
1958-59	**Dr. Fred D. Fagg, Jr.**	President Emeritus, University of Southern California
1959-60	**Dr. Richard A. Harvill**	President, University of Arizona
1960-61	**Alfred M. Popma, M.D.**	Physician, Idaho
1961-62	**Dr. C. Clement French**	President, Washington State University
1962-63	**Dr. Charles J. Armstrong**	President, University of Nevada
1963-64	**Dermont W. Mellck, M.D.**	Physician, Arizona
1964-65	**Dr. Willard Wilson**	Secretary, University of Hawaii
1965-66	**Mrs. Thomas (Edna) Scales**	Collector of Customs, Oregon
1966-67	**Dr. William R. Wood**	President, University of Alaska
1967-68	**Gordon Sandison**	State Senator, Washington
1968-69	**Dr. Merle E. Allen**	Director, Coordinating Council of Higher Education, Utah
1969-70	**John G. Mackie**	Assistant Professor, Colorado Mountain College; Attorney, Colorado
1970-71	**Dr. Rita R. Campbell**	Senior Fellow, Hoover Institution, Stanford University, California
1971-72	**Francis A. Barrett, M.D.**	Physician, Wyoming
1972-73	**Dr. Roy E. Lieuallen**	Chancellor, Oregon State System of Higher Education
1973-74	**Dr. Glenn Terrell**	President, Washington State University
1974-75	**Dr. William E. Davis**	President, Idaho State University

WESTERN INTERSTATE COMMISSION
FOR HIGHER EDUCATION

AN EQUAL OPPORTUNITY EMPLOYER

P.O. DRAWER P
BOULDER, COLORADO 80302

ANNUAL REPORT 1974

JANUARY 1975

A REPORT TO
THE GOVERNORS,
THE LEGISLATORS, AND
THE PEOPLE OF THE
13 WESTERN STATES

ALASKA
ARIZONA
CALIFORNIA
COLORADO
HAWAII
IDAHO
MONTANA
NEVADA
NEW MEXICO
OREGON
UTAH
WASHINGTON
WYOMING

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as of 1975

1974-75
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Vice-Chairman **Dr. Lenton Malry, New Mexico**

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__John S. Hellenthal,__ Attorney, Anchorage

__Mrs. Donald (Della) Pruhs,__ School Nurse, Fairbanks

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__Sam Flake,__ President, Western Business Machines, Inc., Mesa

__Dermont W. Melick, M.D.,__ Coordinator, Arizona Regional Medical Program, College of Medicine, University of Arizona, Tucson

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__Dr. Rita R. Campbell,__ Senior Fellow, Hoover Institution, Stanford University, Stanford

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__Dr. A. R. Chamberlain,__ President, Colorado State University, Fort Collins

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__John B. Connell,__ Executive Director, Construction Industry Legislative Organization, Honolulu

__Patricia Saiki,__ State Senator, Honolulu

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__Dr. Lawrence K. Pettit,__ Commissioner of Higher Education, Montana University System, Helena

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__Fred M. Anderson, M.D.,__ Regent, University of Nevada, Reno

__Dr. Patricia A. Geuder,__ Assistant Professor of English, University of Nevada, Las Vegas

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__Dr. Lenton Malry,__ State Representative, Albuquerque

__Clory B. Tafoya,__ School Administrator, Valencia Elementary School, Los Lunas

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*__Mrs. William (Gladys) McCoy,__ State Ombudsman and Counselor to the Governor on Affirmative Action, Portland

__Dr. Roy E. Lieuallen,__ Chancellor, Oregon State System of Higher Education, Eugene

__Lynn Newbry,__ Businessman, Talent

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*__Dr. G. Homer Durham,__ Commissioner of Higher Education, Utah Board of Regents, Salt Lake City

__Richard J. Maughan,__ Justice, Utah Supreme Court, Salt Lake City

__Mrs. David K. (Dorothy) Watkiss,__ Member, University of Utah Institutional Council, Salt Lake City

WASHINGTON

*__Gordon Sandison,__ State Senator, Port Angeles

__Dr. Glenn Terrell,__ President, Washington State University, Pullman

WYOMING

*__Francis A. Barrett, M.D.,__ Cheyenne

__Dr. William D. Carlson,__ President, University of Wyoming, Laramie

__Richard R. Jones,__ President, Jones Trucking Company, Cody

*Member of the 1974-75 Executive Committee

QUESTION 1. *Who is WICHE?*

IT IS THE COMMISSIONERS who set WICHE's goals and determine policy.

IT IS THE WESTERN GOVERNORS who appoint the commissioners.

IT IS THE LEGISLATORS who appropriate the funds to support WICHE's basic operation.

IT IS THE STAFF who carry out the programs approved by the Commission.

IT IS THE PEOPLE who comprise the 42 committees, councils, boards, and task forces and contribute their time, efforts, and wisdom to assist the staff and Commission in meeting their goals.

IT IS THE STATE AGENCIES–the coordinating boards, the colleges and universities . . . the state libraries . . . the state budget offices . . . the correctional institutions, and others that participate in the programs.

IT IS THE PROFESSIONALS who participate in WICHE's continuing education programs—professionals such as nurses, doctors, mental health and correctional officials, veterinarians, university business managers, state and university planners, and librarians.

IT IS THE COLLEGE AND UNIVERSITY ADMINISTRATORS AND FACULTY who participate in WICHE workshops and conferences designed to improve both the curricula and the management of their institutions.

IT IS THE STUDENTS who enroll in the exchange programs . . . and the intern program . . . and the minority stipend program . . . or students in general, whose educational experiences have been enriched because of WICHE's programs.

IT IS THE FUNDING AGENCIES, both public and private, that make programs possible by continuing to invest their limited funds in support of WICHE projects.

IT IS ALL OF THESE AND MORE. And each of WICHE's "publics" or constituencies views WICHE from a different perspective. Each has a different stake in the enterprise, and each has different expectations.

FIVE QUESTIONS
WHO? WHAT? WHY? HOW? WHEN?

QUESTION 2. *What is WICHE?*

This is what this 21st annual report is all about. And we hope that you will read it.

WICHE's stated goal is to increase and improve all aspects of postsecondary education in the West through interstate and interinstitutional cooperation.

To achieve this goal, the Commission focuses on six objectives, and the body of this report is organized accordingly.

But it is only a sampling, a collection of selected highlights. A detailed discussion of each program and project would result in a lengthy book. However, if any program touched upon here encourages you to write for more details, please do so.

QUESTION 3. *Why is WICHE?*

WICHE was established and continues to thrive because those involved feel that the western states and their institutions of postsecondary education can get more return on the educational dollar by working together than by going it alone. They feel that there is no need for each to reinvent the wheel independently. As new problems and stringencies emerge, this feeling strengthens.

QUESTION 4. *How can WICHE do what it does?*

There are at least three reasons that are immediately obvious:

1. Because many people in high places—in education, government, and in the professions—are willing to contribute their time, energy, and wisdom to advance the social, cultural, economic, and academic levels of the region through cooperative efforts. Without their input and support, WICHE could accomplish little.
2. Because a staff of bright, creative professionals are willing to risk their future with WICHE. WICHE provides them no tenure or job security. Future employment is contingent on the availability of outside support and funding.
3. Because the funding agencies who invest their money—and continue to do so—feel that they get an excellent return on their investment.

QUESTION 5. *When does WICHE serve?*

WICHE has served the western states for 21 years during periods of great growth and change.

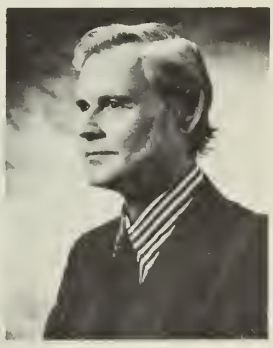
Now in 1975, new winds of change are blowing in the West. Today, governmental and industrial power factors in the East are taking a new and different look at the sparsely populated country they normally just fly over or visit for brief vacations.

Recently, in Denver, Secretary of Interior Rogers C. B. Morton told the western governors that the nation needs and will take the energy locked in the mountains, valleys, and high plains of the West.

This implies drastic changes and complicated social, environmental, human, and economic problems for which the West is hardly prepared.

These are not the problems of one state. They are the problems of the region. How will the West respond? Individually by state? Cooperatively by interstate cooperation? How best can the colleges and universities respond—Individually? Or by interinstitutional cooperation?

As the West faces these new problems, it is WICHE's role to respond positively to requests from its constituencies within the limits of its mission and its resources.



Robert H. Kroepsch
Executive Director

All are needed by each one; Nothing is fair or good alone.
EACH AND ALL by Ralph Waldo Emerson

By definition, almost all WICHE programs deal in interstate and interinstitutional cooperation. But perhaps WICHE's best-known example of this cooperation is its long-running and popular Student Exchange Programs (SEP).

The vision of a student exchange was the main reason for creating WICHE back in 1953. The program remains as WICHE's clearest demonstration of the value of interstate cooperation in the West. And certainly, the exchange program provides an important extension of educational opportunities for westerners.

Doug Robb might be a good example to show how the Student Exchange Programs works.

Doug went to college in his hometown of Laramie, Wyoming. He wanted to be a doctor. But there was a problem. Wyoming has no medical school. And out-of-state tuition fees were prohibitively expensive for Doug and for his family that was trying to put four other youngsters through college.

If there was a problem, there was also a solution. And the Commission had it. The Student Exchange Programs.

As a WICHE student sponsored by Wyoming, Doug was admitted to the University of Colorado Medical School and paid only in-state tuition. His home state, Wyoming, paid an amount related to the cost of providing that educational service. And last year Doug graduated.

The advantages of this program are many. Doug and other WICHE students can pursue their professional education and also get a tuition break. At public schools, they pay only in-state tuition; at private schools, they pay a reduced amount. Because of the student exchange, the home state can offer these educational opportunities to their residents. And in addition, the school gets a valuable mix of students, which contributes to the learning process.

All 13 western states are involved in WICHE's Student Exchange Programs. Twelve states send students outside their borders to get professional education. And 12 states receive WICHE students at their colleges and universities. At this point, the only exceptions are California, which sends no students, and Alaska, which receives none.

Coordinate and Expand Interstate and Interinstitutional Cooperative Programs

This year, 1,075 students are in WICHE's Student Exchange Programs. These students are pursuing their education in 11 fields: medicine, dentistry, veterinary medicine, dental hygiene, physical therapy, occupational therapy, optometry, podiatry, forestry, graduate library studies, and law. This past year, three new fields were added to the program: public health, graduate nursing studies, and pharmacy.

But WICHE's interstate student exchanges have not been limited to this one type. WICHE operates two other interstate exchange programs and has two more in the planning stage. One of the goals for these newer programs is to help every western state to both send and receive exchange students.

The two other exchange programs now in operation are the Community College Student Exchange Program and the Mineral Engineering Program.

Under the Community College Program, 89 students are enrolled this year in colleges in Idaho, Montana, and Wyoming. Each participating school allows these WICHE students to pay lower tuition rates under one of two conditions. (1) The students must enroll in courses labeled "regional programs." These programs are usually very specialized and often underenrolled. Or (2) the students must live closer to a community college in one of the participating states than they do to a community college in their home state.

Fifty-four students now participate in WICHE's Mineral Engineering Program, which involves eight western schools. These mineral engineering schools enroll WICHE students if they study special subjects that are not available in their home states. As with the other WICHE exchange programs, the student pays only resident tuition.

Two additional types of exchange are now being planned. One very broad program would allow a state to support a student in any field (not covered by the traditional student exchange) in any other western state and at any postsecondary institution, including proprietary schools. The other program is designed to fill slots in unique or underenrolled programs at state-supported graduate schools and vocational-technical schools.

If these student exchange programs are good examples of interstate and interinstitutional cooperation, they are not the only examples. There are many. Here are two more:

As a result of WICHE liaison work, libraries in nine western states have embarked on a major cooperative venture. They are planning to develop a western library network. Such a network would allow for the connection of state, public, and academic libraries and bibliographic centers. This would give each library in the region—no matter how big or small—the possibility for equitable access to every volume within the network. It is an aspiration of mighty scope. And all types of libraries are playing a significant part in the planning.

Over the past year in nursing, WICHE has coordinated research conducted by 19 interinstitutional work groups of nurses. Such groups not only pool experience and research expertise, but also permit replication of research in a variety of settings.

Human history becomes more and more a race between education and catastrophe.
THE OUTLINE OF HISTORY, XV, by H. G. Wells

To elaborate just a bit on Wells' statement, education's race cannot be simply a sprint through college or even through graduate or professional school. It must endure the long-distance run.

Throughout its history, WICHE has been concerned with bringing educational opportunities to professionals who must constantly upgrade and revitalize their education.

In the area of health, such continuing education is particularly critical, so WICHE has devoted special energy to the ongoing training of these professionals.

Over the past year, WICHE has brought special training to some 3,600 physicians, nurses, and other health professionals and paraprofessionals in the states of Idaho, Montana, Nevada, and Wyoming.

These courses zeroed in on crucial health problems. For example, rural doctors and nurses, as well as a number of urban professionals, learned the latest techniques in diagnosing, treating, and transporting premature babies.

Medical research in neonatal intensive care has made major breakthroughs in the last ten years. And knowing about these breakthroughs is particularly important, for nearly 75 percent of all infant deaths during the first year occur before the baby reaches four weeks of age.

Other courses concentrated on *hypertension* (high blood pressure), which can lead to strokes and diseases of the heart and kidneys; *emergency medical care,* with training for emergency room physicians, trauma nurses, paramedics, and even law enforcement officials; and special training on *breast and cervical cancer and respiratory diseases* (these sessions, as well as those for hypertension, were tied into screening clinics that last year reached out and served more than 45,000 people in the four-state area).

In the field of nursing, WICHE has approached continuing education from several different directions.

Over the past year, WICHE promoted continuing education in the nursing profession by training nurses how to do it for themselves. One hundred twenty-five nurses learned to plan and conduct continuing education programs. As a result, their agencies have increased their continuing education offerings by more than 50 percent.

Nursing research has gained real visibility in recent years. Such research strikes not only at the life-and-death questions, but also at the more subtle differences between good and indifferent health care.

Some 177 nurses attended four research clinics in the recent year. At these clinics they not only learned research techniques, but also practical methods of organization and how to get financial support to run their projects.

The area of health is an important one for WICHE's work in continuing education. But there are others as well.

Expand Educational Opportunities, Including Those in Continuing Education

In *mental health*, WICHE is gearing up a center of continuing education. This western center is designed to serve the growing number of state and academic continuing educators in mental health as well as leaders in state and community mental health treatment systems.

In *library education,* WICHE has trained 37 librarians from throughout the West how to develop and run continuing education programs in their home communities. Also, WICHE has sent out instructors, armed with learning packages that are specially designed to upgrade skills of library personnel. These instructors dedicated most of their efforts to reaching the more remote areas of the West where librarians get fewer educational opportunities.

In *corrections,* WICHE tuned into the special needs of middle managers. These people started as guards or probation and parole officers, and then rose through the ranks. Their knowledge of management is often scanty. So WICHE has attempted to meet the need with regional workshops and follow-up consultation that has reached some 120 corrections people in the last year and almost 500 since 1971.

In *colleges and universities*, WICHE offers in-depth training to a select number of administrators and line staff that presents a model on how to develop and run paraprofessional programs. Such programs use the help of students to serve the needs of other students. This past fall, a special WICHE training conference extended this continuing education opportunity to representatives from some 50 colleges and universities.

WICHE has expanded educational opportunities in forms other than continuing education. For many students or potential students, simply knowing that specific colleges have openings provides an educational opportunity. For this reason, WICHE annually publishes the *College and Graduate School Vacancy Survey.* Each year western newspapers, radio and television stations, and national magazines carry announcements of this survey. Using WICHE's information, they point the way to openings for freshmen, transfer, and graduate students in the colleges and universities of the 13 western states.

In the past, certain groups of westerners seemed to have fewer opportunities in higher education than other groups. And more, these groups tended to find that college classes were not attuned to their particular needs.

These groups were the West's minorities—Blacks, Chicanos, Indians, and Asians.

WICHE has attempted to meet their needs through several different activities.

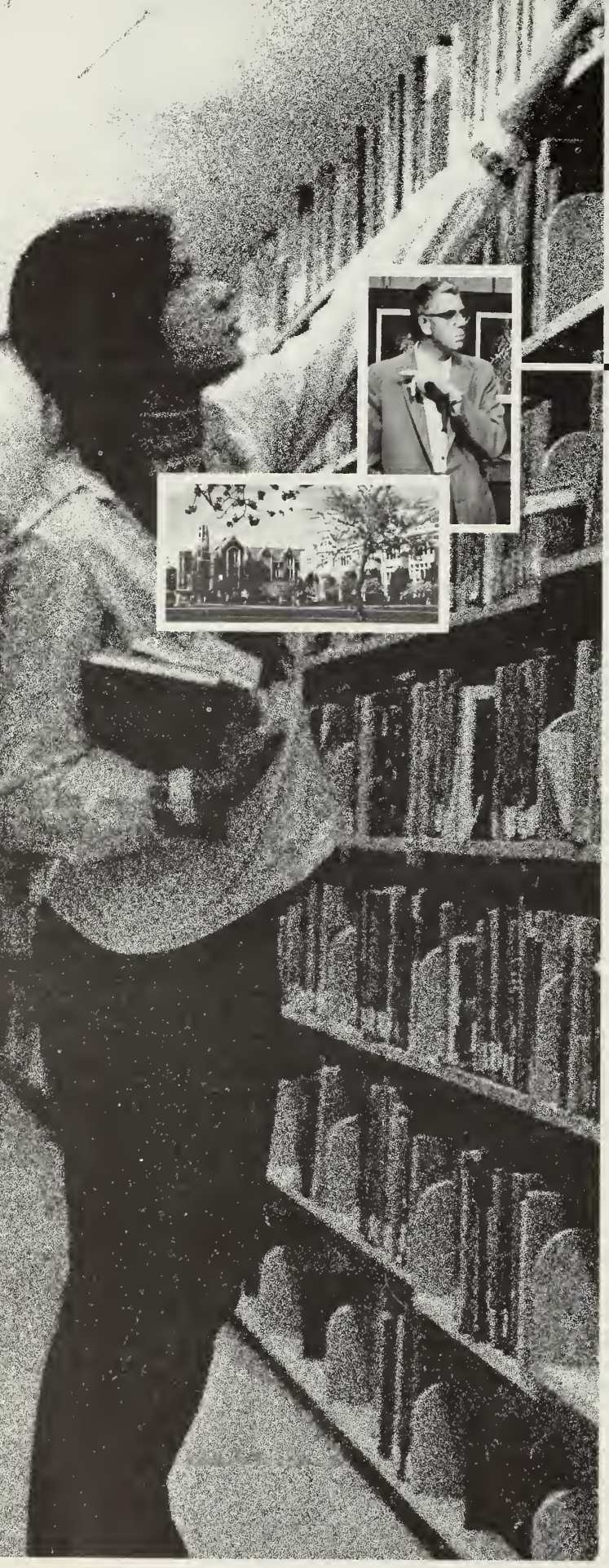
In the West's 14 graduate schools of social work, WICHE has launched a two-prong effort on behalf of minority education.

For the past three years, one WICHE program has offered stipends to minority students in graduate social work studies. This fall, 74 students received educational support through WICHE for their studies.

WICHE is also working with faculty, bringing continuing education to the teachers of social work. The goal here is to establish a balanced ethnic content in the curricula. And because of WICHE workshops and consultation, some schools have begun to study their curricula and experiment with it in their teaching programs.

Another concentrated on the West's nursing schools. The goal was to increase the numbers of minority students in these schools, and once they had started classes, to help them learn and complete their courses to graduation. Another goal was to help the schools adapt their curricula for more relevance to the special experiences and needs of minority students.

As a result of the WICHE effort, some 44 nursing schools have recruited many minority students. In some cases, the numbers have doubled, tripled, and even quadrupled those numbers of 1971 when the WICHE effort began.



"Whom are you?" said he,
for he had been to night school.
BANG, BANG by George Ade

Improving the quality of education beyond high school simply means making it better than it was before. There seems to be room for such improvement. And WICHE is actively involved.

During this past year, some 275 college juniors, seniors, and graduate students slipped away from the restrictions of fluorescent-lit classrooms and three-ring binders. For 12 weeks or more, they faced the problems of a real job in the real world. Suddenly, the days of pop quizzes and blue books were gone. And what they had learned and could learn was on the line.

The students were WICHE interns, each performing a project of consequence. Two young men helped to set up a management information system at the Community College of Denver. Another student helped develop video cassettes for nurse training at a state institution ir New Mexico. The project of a college student in Reno led to a network of bicycle paths. A group of interns in Salt Lake City worked with state legislators to create a public awareness of the health needs of the Navajos in Utah. And these were just a few of literally hundreds of students and projects.

These projects serve a double purpose. They serve the community. But more, they provide a special sort of education. Amid the nitty and gritty of the real world, the internships offer a demanding sort of learning that professors would find difficult to reproduce with greenboard and chalk in a 50-minute hour.

Education also improves when aspiration becomes reality, when a place of learning stands where none stood before. Such is the case with WICHE's work with Indian tribes throughout the West.

Improve the Quality of Education beyond High School

WICHE has helped initiate the planning for 21 accredited learning centers of higher education on Indian reservations. Each of these centers constitutes the beginnings of a community college.

And like community colleges in their best tradition, these centers are designed to meet the communities' own self-defined learning needs. To insure this, Indians comprise the majority of faculty and policy-making boards of each learning center.

These centers not only mark a step toward better education for the first Americans, but also a step toward educational self-determination.

Another example of improved education can be found in Hawaii. Seven of the state's eight community colleges and the University of Hawaii were able to begin upgrading some of their operations with the support of a WICHE workshop on program development.

Among the specific changes were:

- Revision of a basic computer science course: (1) to meet the needs of future employers, (2) to define specific skills each student would have on completion, and (3) to individualize course content through a modular teaching approach

- Initiation of a freshman-orientation training program for advisors

- Development of a career guidance program

- Extension of the benefits of three student services by coordinating their communications activities

- Addition of study skills and life-planning workshops to existing service programs

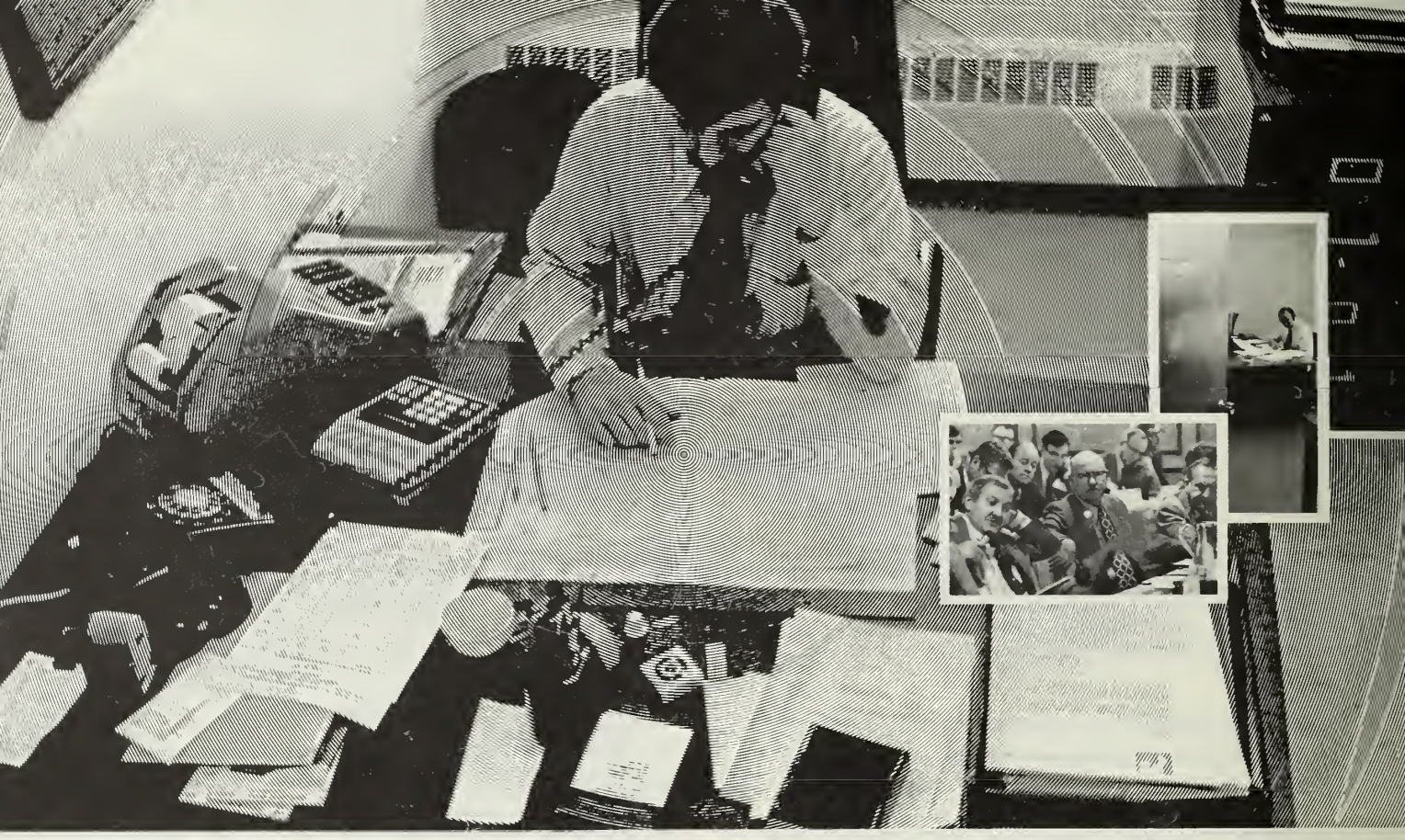
In most of these cases, no new personnel or money were added. Instead, the changes came from new ideas and a different framework for thinking about existing needs. WICHE supplied this. And it made a difference. The Hawaii educators did the hard work of revitalizing their programs and courses.

Improving higher education sometimes depends on having information that was not there before. Often WICHE functions in a clearing house capacity, disseminating useful information through its publications.

The *Higher Education Innovation Directories* are one example. Collected in these directories are some of the West's most innovative and interesting programs. They cover instruction, student services, and administration in colleges and universities. One directory was published this past year on innovative programs in the four Pacific-Northwest states. Another will be published soon that covers the latest innovations in eight other western states.

In this past year, WICHE also formed a connecting link between military and civilian education programs. It is helping to develop training programs for civilians to help them use Air Force–developed instructional materials. By design, these materials increase understanding and skillful use of competency-based instructional programs.

WICHE's *Affirmative Action Recruitment Directory* acts as a resource for identifying qualified minorities and women who are interested in careers in higher education. This listing can help colleges and universities in their recruitment efforts to meet affirmative action goals.



You say that you are improving the quality of higher education. Define quality. And tell me, is it possible to get it for two cents less a ton?

Gerald Faverman of the Legislative Fiscal Agency, Lansing, Michigan

There is little doubt that the stewards of public dollars are asking harder, more exacting questions of higher education. The days of easy answers tied to lofty aspirations have fled the conference rooms of tough-minded decision makers. And administrators themselves find they need more and better information to run their institutions.

Since the late 1960s, WICHE has involved itself in these problems. Through one division, the National Center for Higher Education Management Systems (NCHEMS), WICHE is helping to improve institutional planning and management systems.

These systems are used for collecting, analyzing, and exchanging data on costs, students, and program needs. And once trained in the intricacies of these systems, educational administrators can make better judgments about how to use their operating funds and other resources. Also, they can better demonstrate to faculty, to the public, and to the public's representatives exactly what they are doing and what they plan to do.

To date, WICHE staff have introduced these management information systems to some 25,000 administrators of more than 900 institutions. Also, they have instructed individuals from more than 100 institutions in the detailed use of the systems.

Reports indicate that the NCHEMS systems are valuable at both state and institutional levels.

At the state level in California, they are now gearing up to adapt many NCHEMS tools to link up their budgeting mechanisms with educational decision making.

Robert Harris, chief, Higher Education Specialist, California Postsecondary Education Commission, affirmed the state's belief in NCHEM's tools, saying that "NCHEMS is the only group doing work of national significance."

Harris went on to note that "the entire state university system of California has revised its data gathering to come within the NCHEMS framework."

Similar reports come from Colorado. Dr. William Adrian, associate director, Colorado Commission on Higher Education, says, "We are implementing IEP [Information Exchange Procedures, an NCHEMS tool] in all state colleges and universities to help

Help Institutions of Higher Education Improve Both Academic Administration and Institutional Management

identify and analyze institutional roles, missions, programs, and costs of programs."

Such information, says Dr. Adrian, gives us good background information to make judgments on a comparative basis—to evaluate costs within an institution and to make comparisons between institutions.

In both the California and Colorado commissions, they are also looking forward to the development of special statewide tools by NCHEMS, which will help them select exactly the kinds of information they need to make their broad planning and budgeting decisions.

Institutional administrators have also posted favorable reports on NCHEMS management tools or information systems.

These tools have been tested at 65 educational institutions across the country over the past year or so. And as a result of these tests, the schools were able to develop compatible unit cost data and related information. This, for the first time, allowed colleges and universities to compare themselves to one another.

What did the administrators think of it all? With some reservations about detail rather than concept, they were universally pleased.

One administrator said, "All of this new information and capability is a very positive force. . . . The college has come to the realization that improved planning and budgeting practices ultimately benefit all concerned parties, including students, the local community, and the faculty."

The administrators put the new management tools to a variety of uses.

Within the institutions, they used the tools to help with resource allocation, with curriculum development and modification, and with improvement of the process of internal planning and consensus making. In one case, the tools were used to provide information for faculty union contract negotiations.

Outside the institutions, administrators used data produced by the new management systems for budget preparation and cost justification. In other schools, the systems were used to establish practices of funding and reporting and to improve credibility with various agencies.

The management systems not only gave the administration a better understanding of faculty activities, but it gave the faculty a better understanding of itself.

Dr. John Shepherd, vice-president for Instruction, New Mexico Junior College, said, "One of the greatest benefits . . . is that it defines in the mind of each faculty member that he is more than just an instructor. In the past, most faculty have failed to consider all the things they were doing. Now they see a new and larger role for themselves in instruction, as well as in the management of the college."

The NCHEMS management systems have also helped universities and their administrators gain credibility, because now they are able to support specific budget figures with hard data.

This is true for the University of Northern Colorado, which presented information generated by the new management systems to the Colorado Commission on Higher Education, to the Executive Budget Office, and to the Joint Budget Committee of the Colorado Legislature.

UNC is also using the NCHEMS systems for internal planning. Speaking to the value of the systems, Dr. Duane Henderson, director, Academic Research, said, "We are now able to spot both our strong and weak areas as never before. We now have concrete data rather than arbitrary assumptions as the basis for decision making."

The times, they are achangin'
Popular song by Bob Dylan

Historically, WICHE has shown flexibility in its service to the West in general and particularly to postsecondary education in the West. As times change, needs change; and WICHE has been able to respond. WICHE remains tuned to needs because it has continued to listen to the voices of western needs, whether faint or loud. In most cases, WICHE responds. And in some instances, it has even been able to anticipate tomorrow's needs.

The development of management information systems for higher education certainly stands as a clear example of anticipating a need. At the point when an alarmed postsecondary education community was saying, "We have to have better and more complete data," WICHE was already working on it.

To understand education's present needs or to divine future issues and wants, WICHE continually tries to assess the thinking of western people. And WICHE uses a variety of techniques to accomplish this task. They range from just listening when people talk to using modern and very efficient survey techniques.

Last year, WICHE published *Issues and Needs of Postsecondary Education in the West: A Legislative/WICHE Inquiry.* It demonstrated some of the kinds of educational pulse taking that WICHE does.

Issues and Needs reported a survey of a selected number of western legislators. The legislators had been asked to rank priority items in postsecondary education. They did, and not surprisingly, most legislators chose items dealing with management and dollar concerns.

Also included in *Issues and Needs* were the results of a sophisticated computer-age study of 385 people who represented a spectrum

Assist the Education Community to Appraise and Respond to the Changing Needs of the West

from legislators to educators to students. Their charge: to project what will be important in higher education's future—say, in 10 or 20 years.

The responses forecast that, in the tomorrow of higher education, social problems will get more attention, more students will enter vocational programs, faculty bargaining will be widely adopted, more and more students will continue education throughout their lifetimes, and many other projections.

Such paper-and-pencil style divination marks one way that WICHE prepares for the future. But there are others as well.

Last year, WICHE Commissioners formed the Committee on the Future. This committee, which draws input from a variety of sources, recommends areas of focus for future WICHE programs. The committee tries to select the important future needs of postsecondary education and then recommend appropriate programs to meet those needs. At its fall meeting, the committee gave top priority ranking to the following areas: environment, collective bargaining, continuing education (with special emphasis on recertification and relicensure of health professionals), and a regional open university.

As WICHE studies the broad perspective of higher education, it also examines more specific aspects.

Last year, WICHE conducted and published the results of surveys on the condition of education for both adults and juveniles in correctional institutions.

The survey of institutions for adults tapped information from 150 institutions across the country. The survey of institutions for juveniles reported on 29 institutions in the 13 western states.

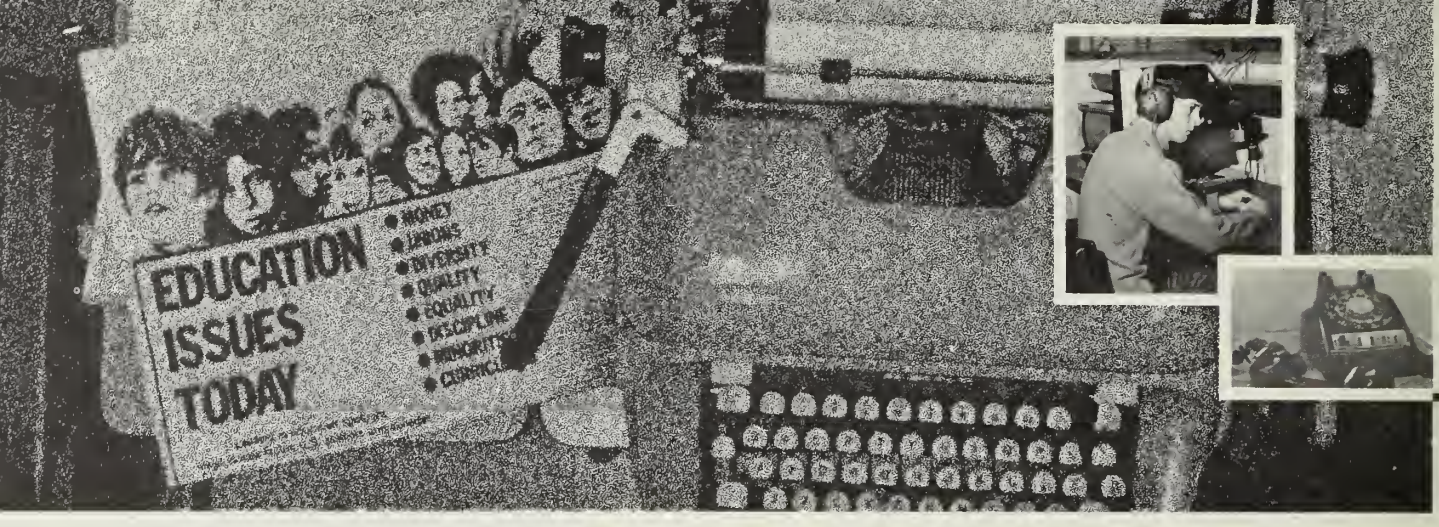
Some of the results were surprising. Institutions for both adults and juveniles support academic programs more actively than vocational programs. More money and faculty are pumped into English and math courses than are budgeted for such classes as small appliance repair and cooking.

Further, the faculty-student ratio behind bars clearly outclasses most public schools. Average ratios were 1 to 11 in institutions for adults and 1 to 9 in institutions for juveniles.

Other results were less surprising. Both types of institutions reported that behavioral and social problems were the greatest reasons for learning difficulties among inmates.

In the area of nursing, WICHE conducted a survey dealing with nursing research priorities in the West and nationwide. Top research needs according to nurse respondents were to determine greater utilization of research in practice; to determine effective means of communicating, evaluating, and implementing change in nursing practice; and to determine valid and reliable indicators of quality nursing care.

In the area of mental health, WICHE has embarked on two major studies. One will explore the advanced training needs of state-level staff in mental health. The other will attempt to determine how well the interdisciplinary approach to community mental health is working. Then, basing its actions on that study, the program will attempt to create training packages that will improve those working relationships.



If a little knowledge is dangerous, where is the man who has so much as to be out of danger?
ON ELEMENTAL INSTRUCTION IN PHYSIOLOGY by Thomas H. Huxley

Whether it means bringing several dozen experts together to discuss an issue of importance or mailing out a publication to thousands of readers, WICHE is dedicated to keeping westerners informed about its activities and about postsecondary education.

The biennial Legislative Work Conference is an example of informing the public. In this case, it involves two special publics—legislators and educators. Every two years, the two groups get together to talk about mutual concerns. Then WICHE puts out a publication on the conference, so that a large audience can benefit from the deliberations. Last year WICHE sent out some 4,200 free copies of the recent Legislative Work Conference on issues and needs in postsecondary education. Every western legislator and every college and university president received a copy.

Speaking of *the* public is perhaps misleading. For there are many publics, many groups of people with very special interests. And WICHE is sensitive to each special group. Governors and legislators certainly constitute one group. Educators another. But there are also others, such as physicians, mental health professionals, nurses, college and university administrators, students, corrections personnel, and librarians.

Individual WICHE programs, by virtue of their special activities (such as continuing education in mental health or minority education), concentrate communications on their special groups. Often, they do this through periodic meetings. And, in addition, many programs produce newsletters.

Among those programs with newsletters are the National Center for Higher Education Management Systems at WICHE, with both monthly and quarterly newsletters; the Regional Program for Nursing Research Development, with a quarterly; the Mountain States Regional Medical Program, with a bimonthly; Improving Mental Health Services on Western Campuses, with a monthly; the Western Center for Continuing Education in Mental Health, with an occasional journal, and several others.

Of course, WICHE itself has a quarterly newsletter, *Reports on Higher Education,* which has a circulation of 23,000. The newsletter deals broadly with WICHE program activities and postsecondary education in the West.

Beyond periodic publications, WICHE also publishes a large number of documents ranging from leaflets and brochures to complete books. This past year, the Commission produced more than 250 separate publications with a total number of copies equaling almost one-half million.

Most of these publications were distributed free of cost in the West. But WICHE's reading audience extends far beyond the 13 states. In fact, it reaches across the country and, in the past year, to almost 40 foreign countries. Last year, WICHE's Publications Unit received and processed 13,448 pieces of mail. Of these letters and cards, 70 to 80 percent were orders or payments for publications.

Here is a partial listing of some of WICHE's more recent publications. Many of them are free of charge while the supply lasts; some have charges, which are listed. All may be obtained by writing to the Publications Unit, WICHE, P.O. Drawer P, Boulder, CO 80302. A complete and up-to-date list of all WICHE publications will be mailed upon request.

Raise the Public Level of Understanding of the Role of Higher Education

I. GENERAL

WICHE Annual Report 1973 - 20 Year Issue.

WICHE Reports on Higher Education. A newsletter containing information about WICHE programs and articles of general interest on higher education.

This Is WICHE. A brochure describing WICHE's activities and goals.

Issues and Needs of Postsecondary Education in the West: A Legislative/WICHE Inquiry. R. H. Kroepsch and J. M. Cohen, eds. Papers from WICHE's Eighth Legislative Work Conference.

II. GENERAL REGIONAL PROGRAMS

Your State Can Help You Secure Your Education in Medicine, Dentistry, Veterinary Medicine, Dental Hygiene, Physical Therapy, Occupational Therapy, Optometry, Podiatry, Forestry, Graduate Library Studies, Law. A brochure on WICHE's Student Exchange Programs, Academic Year 1975-76.

Mineral Engineering Program. A brochure describing WICHE's Mineral Engineering Student Exchange Program.

Graduate Recruitment Directory of Western Minority Students. S. Adams, compiler. $3.00.

A Directory of Innovative Resources and Programs in Higher Education. $3.00.

Affirmative Action Recruitment Directory: Human Resources in Higher Education. $5.00.

A Survey of College and University Programs for American Indians. P. Locke. $3.50.

Five Years of Intern Projects. A listing by state of the projects performed under the Resources Development Internship Program.

Staff Development and Continuing Education Programs for Library Personnel. B. Conroy. $2.00.

Delphi Survey of Clinical Nursing Research Priorities. $1.00 postage and handling.

Communicating Nursing Research: Critical Issues in Access to Data, Volume 7. M. V. Batey, ed. $5.00.

Faculty Development to Meet Minority Group Needs. M. Branch. (In process, price to be determined.)

III. MENTAL HEALTH AND RELATED AREAS

Educational Programs in Adult Correctional Institutions: A Survey. F. Dell'Apa.

Issues in Education for the Youthful Offender in Correctional Institutions. F. Dell'Apa.

Needs and Resources for Colorado Peace Officer Training. F. Dell'Apa and D. Sheppard.

Campus/Community Mental Health Services. A monthly newsletter produced by the Improving Mental Health Services on Western Campuses program.

Mental Health Continuing Education in the West, Fall 1974, Volume 1, Number 1. S. W. Boucher and P. M. McCullough, eds. An occasional publication of WICHE's Western Center for Continuing Education in Mental Health.

IV. NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS AT WICHE

Most of the publications of this WICHE division are available on a subscription basis. The subscription rate for the 18-month period from July 1, 1974, to December 31, 1975, is $45. All publications listed below are available without subscription at the prices noted.

Higher Education Management. A periodical designed to discuss issues related to higher education management.

Data Element Dictionary, Second Edition, Technical Report 51. S. Goddard, J. S. Martin, and L. C. Romney. This publication encompasses the five separate Technical Reports previously released in preliminary review form. The sections will not be sold separately. This book is designed to be updated in the future as necessary. $10.00.

Exploring Cost Exchange at Colleges and Universities. W. Collard and R. A. Huff. $1.00.

Report of the Joint Accounting Group. Produced jointly by the National Association of College and University Business Officers, the American Institute of Certified Public Accountants, and the National Center for Higher Education Management Systems at WICHE. $1.00.

Profiles of Management Information Uses. R. A. Huff and M. E. Young. A report on how twelve institutions have utilized data from NCHEMS Management Information Systems. $1.00.

Information Exchange Procedures Manual (Field Review Edition): A Synopsis, Technical Report 46. L. C. Romney. $1.50.

Information Exchange Procedures (Field Review Edition), Technical Report 47. N. K. Renkiewicz and J. R. Topping. $6.00.

Higher Education Finance Manual (Field Review Edition), Technical Report 53. D. J. Collier. $3.00.

Cost Analysis Manual (Field Review Edition), Technical Report 45. J. R. Topping. $4.00.

Statewide Measures Inventory (Field Review Edition), Technical Report 48A. J. N. McLaughlin, P. Wing, and K. A. Allman. $4.00.

An Overview and Guide to the Use of the Statewide Measures Inventory (Field Review Edition), Technical Report 48B. P. Wing and J. N. McLaughlin. $2.00.

An Examination of Possible Statewide Applications and Extensions of the NCHEMS Program Classification Structure, Technical Report 50. P. Wing and L. C. Romney. $1.50.

Faculty Activity Analysis: Interpretation and Uses of Data, Technical Report 54. L. C. Romney and C. W. Manning. $3.00.

An Introduction to the NCHEMS Costing and Data Management System. M. Haight and R. Martin. (Price to be determined.)

Higher Education Enrollment Forecasting. P. Wing. (Price to be determined.)

Information Exchange Procedures Activity Structure, Technical Report 63. E. Myers and J. R. Topping. (Price to be determined.)

Information Exchange Procedures Cost Study Procedures, Technical Report 65. R. Johnson. (Price to be determined.)

Higher Education Outcome Measures Identification Study, A Descriptive Summary. S. Micek. (Price to be determined.)

A Reference Guide to Postsecondary Education Data Sources. K. A. Allman. (Price to be determined.)

Summary of Cash Receipts and Disbursements for the Year Ended June 30, 1974

In accord with the provisions of the Western Regional Education Compact, the Commission provides for an annual independent audit of its books. On July 25, 1974, the Denver, Colorado, firm of Haskins and Sells, certified public accountants, completed this audit for the year ended June 30, 1974. A copy of its report has been sent to the governor of each state. Single copies are available on request.

Source of Income:

CASH BALANCE, JULY 1, 1973			**$ 316,742**
CASH RECEIPTS, 1973-74			
Appropriations from Member States	$ 392,000	Institute and Seminar Fees	26,685
Student Exchange Support Fees from States	3,627,971	Interest	91,137
State Mental Health Contributions	105,000	Sale of Publications and Other Training Materials	100,647
Grants and Contracts	4,847,131	Miscellaneous	3,357
			$9,193,928
TOTAL CASH AVAILABLE FOR USE			**$9,510,670**

Cash Disbursements by Program or Activity:[1]

WICHE ADMINISTRATIVE AND BASIC OPERATION FUNDS			**$838,550**[2]
PROGRAM FUNDS:			
Legislative Conference	$ 22,224	Resources Development Internship Program	390,569
Student Exchange Coordination	59,860	National Center for Higher Education Management Systems at WICHE	1,646,466
Student Exchange Support Payments to Schools	3,606,858[3]	Psychiatry Continuing Education of Physicians	19,830
Special Higher Education Programs	97,500	Corrections Program	174,553
Continuing Education for Library Personnel	66,601	Special Education and Rehabilitation Program	46,054
Planning Resources in Minority Education	46,557	Mental Health Continuing Education	56,577
Mountain States Community College Consortium	21,591	Improving Mental Health Services on Western Campuses	73,622
Western Council on Higher Education for Nursing	68,280	Faculty Development for Minority Content in Mental Health	74,084
Faculty Development in Continuing Education for Nursing	77,793	Survey of Training Needs of State Mental Health Departments	81
Regional Program for Nursing Research Development	155,285	Manpower Development for Program Analysis	39,689
Nursing Research Conferences	11,481	Minority Recruitment and Input into Social Work Education	216,540
Nurse Faculty Development to Meet Minority Group Needs	82,767	Inactive Funds	6,705
Developing Concepts of Limits to Growth	4,912	Refunds to Grantors	9,822
Mountain States Regional Medical Program	1,061,881		
			$8,976,732
CASH BALANCE, JUNE 30, 1974			**$ 533,938**[4]

[1]Only direct cost expenditures are shown for program funds. Indirect costs are charged internally to programs, but they are not included in program expenditures above because they are reflected in the WICHE administrative and basic operation expenditures.

[2]This includes expenses of the executive director's office, associate directors' offices, administrative services office, publications unit, public information unit, personnel office, WICHE library, planning office, and meetings of the Commission, the Mental Health Council, and the NCHEMS advisory structure.

[3]The difference between these two amounts reflects amounts carried over to the next year.

[4]This balance primarily represents advance payments on grants in addition to a contingency balance of $289,919.

Ten-Year Comparison of State and Nonstate Funds, 1964-65 to 1973-74

Year	State Funds	Nonstate Funds
64-65	$195,000	$ 598,546
65-66	202,500	683,668
66-67	217,500	1,156,366
67-68	255,000	1,618,063
68-69	270,000	2,230,661
69-70	285,000	3,134,973
70-71	285,000	4,134,390
71-72	275,000	4,553,346
72-73	300,000	5,473,051
73-74	461,500	4,801,613

State Funds
State appropriations and voluntary state contributions for support of the mental health programs. Does not include state funds paid to professional schools under the Student Exchange Programs.

Nonstate Funds
Funds expended for special regional projects from grants from private foundations and public agencies outside the region.

WICHE Programs

DIVISION OF GENERAL REGIONAL PROGRAMS

1. Student Exchange Programs
2. Planning Resources in Minority Education
3. Western Council on Higher Education for Nursing
4. Faculty Development in Continuing Education for Nursing
5. Regional Approach to Continuing Education for Nursing in Idaho, Montana, and Wyoming
6. Nurse Faculty Development to Meet Minority Group Needs
7. Regional Program for Nursing Research Development
8. Western Society for Research in Nursing
9. Compilation of Nursing Research Instruments
10. Resources Development Internship Program
11. Continuing Education and Library Resources Program
12. Developing the Concepts of Limits to Growth for Western Postsecondary Education

DIVISION OF MENTAL HEALTH AND RELATED AREAS

13. Faculty Development–Minority Content in Mental Health
14. Minority Recruitment and Input into Social Work Education
15. Corrections Program
16. Improving Mental Health Services on Western Campuses (Phase II)
17. Western Center for Continuing Education in Mental Health
18. Survey and Analysis of Training Needs of State-Level Mental Health Staff
19. Knowledge and Skill Needs of Community Mental Health

MOUNTAIN STATES REGIONAL MEDICAL PROGRAM

20. Neonatal Intensive Care
21. Hypertension
22. Health Training Networks
23. Emergency Medical Services
24. New Health Manpower

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE

25. Cost Finding Principles
26. Data Element Dictionary
27. Faculty Activity Analysis
28. Future Planning and Management Systems
29. Higher Education Finance Manual
30. Information about Students
31. Information Exchange Procedures
32. Information Systems Design Manual
33. Intra-Institutional Planning and Management
34. National Science Foundation Compatible Data-Collection Formats
35. Outcomes
36. Planning Models Research
37. Postsecondary Education Indicators
38. Statewide Analysis
39. Statewide Measures
40. Statewide Structures
41. Applications and Implementation
42. Evaluation
43. Western Region Consortium to Develop Statistical Data Summaries for Various Types of Participating Institutions

WICHE Staff

as of January 1975

Robert H. Kroepsch, Ed.D., Executive Director
Jean Davis, Administrative Assistant to the Executive Director
Anthony Gutierrez, M.A., Affirmative Action Officer
Mary Jo Lavin, M.A., Coordinator of Planning
Gerald S. Volgenau, M.S., Public Information Officer

ADMINISTRATION

John C. Staley, B.S., Associate Director, WICHE, and Director of Administration
Claudette Bertron, Purchasing Officer
Grant A. Duncan, Graphic Arts Specialist
Lee E. Gladish, B.A., Publications Specialist
Lawnie D. Gold, Manager of Mailing and Duplicating
Jean Gribble, Coordinator of Personnel
Donald E. Morrow, B.A., Accounting/Auditing Specialist
Irene S. Munoz, A.B., Editor
JoAn S. Segal, M.S., Librarian
Susan C. Swaeby, B.A., Accounting Manager

DIVISION OF GENERAL REGIONAL PROGRAMS

Kevin P. Bunnell, Ed.D., Associate Director, WICHE, and Director, Division of General Regional Programs
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Ethel Berry, B.A., Staff Associate, Student Exchange Programs
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Carol A. Lindeman, Ph.D., Director, Regional Program for Nursing Research Development
Kathy Lobato, B.A., Staff Associate, Resources Development Internship Program
Patricia Locke, B.A., Director, Planning Resources in Minority Education
Sharon Morgan, Ph.D., Director, Compilation of Nursing Research Instruments
Virginia W. Patterson, B.A., Director, Student Exchange Programs
Lewis Perelman, Ph.D., Consultant, Developing the Concepts of Limits to Growth for Western Postsecondary Education

Continued Page 20

DIVISION OF MENTAL HEALTH AND RELATED AREAS

Raymond Feldman, M.D., (Acting) Associate Director, WICHE, and Director, Division of Mental Health and Related Areas
LuAnne Aulepp, B.A., Staff Associate, Improving Mental Health Services on Western Campuses
Bernard L. Bloom, Ph.D., Co-principal Investigator, Knowledge and Skill Needs of Community Mental Health
Stanley W. Boucher, M.S.W., Director, Western Center for Continuing Education in Mental Health; Survey and Analysis of Training Needs of State-Level Mental Health Staff
Frank Dell'Apa, Ed.D., Director, Corrections Program
Ursula Delworth, Ph.D., Director, Improving Mental Health Services on Western Campuses
Paul M. McCullough, Ph.D., Director, Western Center for Continuing Education in Mental Health; Survey and Analysis of Training Needs of State-Level Mental Health Staff
Luis B. Medina, M.S.W., Director, Faculty Development–Minority Content in Mental Health
Julia M. O'Rourke, Staff Associate, Corrections Program
Howard Parad, Ph.D., Co-principal Investigator, Knowledge and Skill Needs of Community Mental Health
Evelyn C. Rochell, M.A., Project Director, Minority Recruitment and Input into Social Work Education

MOUNTAIN STATES REGIONAL MEDICAL PROGRAM

REGIONAL OFFICE—Boise, Idaho
John W. Gerdes, Ph.D., Regional Director
Pamela Groshart, R.N., Project Director, Breast Cancer Detection Project
Marilyn Hajek, B.S., Staff Associate
Mary Henry, Fiscal Officer
Lillian La Croix, M.Ed., Staff Associate
Jerry Selby, M.S., Director of Evaluation
C. Edgar Smith, Ph.D., Associate Director of Programs
Rexford B. Stephenson, Jr., B.A., Sr. Staff Associate
Thomas Terrill, Ph.D., Director of Planning
IDAHO OFFICE—Boise
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Patricia Butka, B.A., Staff Associate
Lorin R. Gaarder, M.A., Staff Associate
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MONTANA OFFICE—Great Falls
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Joan Dahl, R.N., Staff Associate
Gary Day, B.A., Sr. Staff Associate
Esther R. Lantz, M.N., Sr. Staff Associate
NEVADA OFFICE—Reno
Loyd Kepferle, M.A., State Director
Dallas Rychener, M.S.S.W., Sr. Staff Associate
Joseph Wierzba, M.A., Staff Associate
WYOMING OFFICE—Cheyenne
Donald Erickson, M.P.H., Interim State Director
Virginia Black, B.S., Staff Associate
John Callen, M.A., Staff Associate

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS at WICHE

Ben Lawrence, Ph.D., Associate Director, WICHE, and Director, NCHEMS
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Cathleen Bower, M.S., Sr. Staff Associate
Dale Boyd, B.A., Staff Assistant
Maureen Byers, M.P.A., Sr. Staff Associate
John Chaney, B.S., Associate Director
Mark Chisholm, M.S., Staff Associate
William J. Collard, M.S., Sr. Staff Associate
Douglas J. Collier, M.S., Sr. Staff Associate
Gary S. Gamso, B.S., Sr. Staff Associate
Robert G. Gray, M.S., Sr. Staff Associate
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Peggy Heim, Ph.D., Director of Evaluation
Vaughn E. Huckfeldt, Ph.D., Sr. Staff Associate
Ivy M. Iwashita, B.A., Staff Associate
Louise Jackson, Staff Assistant
Richard S. Johnson, M.S., Assistant Director
William Johnston, M.S., Staff Associate
Dennis P. Jones, M.S., Assistant Director
Anahid Katchian, B.S., Sr. Staff Associate
Wayne R. Kirschling, D.B.A., Director, Research and Analysis
Oscar Lenning, Ph.D., Sr. Staff Associate
Ron Martin, B.S., Sr. Staff Associate
Marilyn McCoy, M.P.P., Sr. Staff Associate
Sidney S. Micek, Ph.D., Sr. Staff Associate
Glenn K. Miyataki, M.B.A., Sr. Staff Associate
Nancy Renkiewicz, M.A., Sr. Staff Associate
Clara Roberts, B.A., Staff Associate
Leonard C. Romney, M.A., Sr. Staff Associate
Robert Schultz, M.B.A., Sr. Staff Associate
Allan L. Service, Ph.D., Sr. Staff Associate
Jean E. Strueber, B.A., Staff Associate
James R. Topping, Ph.D., Sr. Staff Associate
Robert A. Wallhaus, Ph.D., Deputy Director
H. Kent Weldon, M.S., Sr. Staff Associate
Paul Wing, D. Eng., Sr. Staff Associate
Gordon Ziemer, M.B.A., Associate Director

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Public and Private Granting Agencies

In the past 20 years, WICHE has received grant and contract commitments totaling more than $36 million from public and private granting agencies for the support of a wide variety of regional programs that have contributed to the development of the 13 western states. Most of these agencies have made two or more grants to WICHE, thus underscoring a growing national interest in regional cooperation. In the last analysis, the people of the West are the ones who benefit from the investment of this risk capital, and on their behalf WICHE expresses appreciation to the organizations and agencies listed below.

Carnegie Corporation of New York
The Commonwealth Fund, New York
The Danforth Foundation, St. Louis
Easter Seal Research Foundation, Chicago
Education Foundation of America, Westport, Connecticut
EXXON Education Foundation, New York
Max C. Fleischmann Foundation, Reno, Nevada
The Ford Foundation, New York
The Grant Foundation, Inc., New York
W. K. Kellogg Foundation, Battle Creek, Michigan
National Endowment for the Humanities, Washington, D.C.
National Indian Education Association, Minneapolis
National Science Foundation, Washington, D.C.
Jessie Smith Noyes Foundation, Inc., New York
Rockefeller Brothers Fund, New York
United Cerebral Palsy Research and Educational Foundation, Inc., New York
U.S. Department of Commerce, Washington, D.C.
- **Economic Development Administration**

U.S. Department of Health, Education, and Welfare, Washington, D.C.
- **National Institute of Education**
- **Office of Education**
- **Office of Juvenile Delinquency and Youth Development**
- **Public Health Service**
  - **Division of Chronic Diseases**
  - **Division of Community Health**
  - **Division of Nursing**
  - **Division of Regional Medical Programs and Human Development**
  - **National Institutes of Health**
  - **National Institute of Mental Health**
- **Rehabilitation Services Administration**

U.S. Department of Justice
- **Law Enforcement Assistance Administration**

United States Steel Foundation, Inc., Pittsburgh
Xerox Corporation Fund, New York

Councils, Committees, Advisory Groups

Each year, hundreds of westerners give their time, energy, and wisdom to aid the progress of WICHE and its programs. Their contributions are invaluable to this agency, to higher education, and to interstate cooperation in the West.

Our very special thanks to you who have helped us so much.